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1917/18

Annual Bulletin

of

Union College

1917-1918

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Barbourville, Kentucky

PANORAMIC VIEW OF BUILDINGS AND FRONT CAMPUS

WOMEN'S DORMITORY

ADMINISTRATION BUILDING

MEN'S DORMITORY

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1917-1918

Barbourville, Kentucky

CALENDAR

1917

Tuesday, September 18----------Fall Term Opens
Thursday, November 29----------Thanksgiving Day
Friday, December 21----------Fall Term Closes

1918

Wednesday, January 2----------Winter Term Opens
Saturday, March 16----------Winter Term Closes
Tuesday, March 19----------Spring Term Opens
Wednesday, May 29----------Commencement Day

BOARD OF EDUCATION OF THE KENTUCKY ANNUAL CONFERENCE OF THE METHODIST EPISCOPAL CHURCH

Class No. 1—Term Expires in 1917

Rev. E. P. Hall.....Latonia, Ky.
Mr. C. B. Nordeman.....Louisville, Ky.

Class No. 2—Term Expires in 1918

Rev. E. R. Overley.....Covington, Ky.
Mr. J. H. Richardson.....Maysville, Ky.

Class No. 3—Term Expires in 1919

Rev. J. D. Walsh, D.D.....Chattanooga, Tenn.
Hon. Alvis S. Bennett.....Louisville, Ky.

Class No. 4—Term Expires in 1920

Rev. O. J. Carder.....Newport, Ky.
Hon. Fred Howes.....Paintsville, Ky.

Class No. 5—Term Expires in 1921

Rev. F. W. Harrop.....Harlan, Ky.
Hon. Jas. D. Black.....Barbourville, Ky.

Class No. 6—Term Expires in 1922

Rev. F. T. Kelley.....Somerset, Ky.
Mr. A. M. Decker.....Barbourville, Ky.

OFFICERS

Rev. O. J. Carder.....*President*
Mr. C. B. Nordeman.....*Treasurer*
Mr. Alvis S. Bennett.....*Secretary*

Property Committee

Mr. C. B. Nordeman.....*Chairman*
Mr. A. M. Decker.....*Secretary*
Rev. F. W. Harrop Rev. E. P. Hall
Hon. Jas. D. Black

School Committee

Rev. J. D. Walsh.....*Chairman*
Rev. E. R. Overley.....*Secretary*
Mr. A. M. Decker Rev. O. J. Carter
Rev. F. T. Kelley

FACULTY

EZRA T. FRANKLIN, A.B., B.Pd., M.A.

PRESIDENT

Theology, Philosophy and Bible

A.B., Asbury College, 1903; B.Ph., Valparaiso University, 1905; A.B., Indiana University, 1906; M.A., Indiana University, 1910; graduate student at Columbia University, summer session, 1912 and 1913; research scholar, Columbia University, 1913-1914; teacher in graded school two years; a superintendent of city schools two years; Dean and Professor of Philosophy, Asbury College, 1908-1910; Professor of Theology and Philosophy, and Dean and Acting President of Olivet University, 1910-1911; President of Olivet University, 1911-1912; Vice President and Professor of Philosophy and Systematic Theology, Asbury College, 1912-1915; President of Union College, 1915-

JAY B. KENYON, A.B.

DEAN

Science and Mathematics

A.B., Asbury College, 1913; graduate student at Columbia University, summer session, 1916; assistant in Science, Asbury College, 1911-1912; Professor of Biology, Asbury College, 1913-1914; Professor of Natural Science, Asbury College, 1914-1915; Dean and Professor of Mathematics and Natural Sciences, Union College, 1915-

ABIGAIL E. WEEKS, A.B., A.M.

English Department

Graduate of State Normal School, Mansfield, Pa.; A. B., Dickinson College, 1905; A.M., 1907; special work in English at Chautuaqua, New York; graduate work at Columbia University, 1916; taught several years in graded and high school; head of the Department of English in Union College, 1905-1907, 1910-1915; after two years absence recalled to the head of the English Department, 1917-

LAWRENCE B. YATES, A.B.

Latin and Greek

A.B., Kentucky Wesleyan College, 1916; graduate work at Kentucky Wesleyan, 1916-1917; taught in Kentucky Wesleyan Academy, 1915-1916, and in Union College, second semester of 1916-1917; head of the Department of Latin and Greek in Union College in 1917-

REV. T. M. ANDERSON

Bible and Homiletics

A successful evangelist of several years and pastor for the past five years. At present pastor of the First Methodist Church, Barbourville, Kentucky; instructor of Bible and Homiletics in Union College, 1916-

AGNES LAIDLAW VANHOESEN

Modern Languages

A.B., Allegheny College, 1917; member of French and German Clubs, conducted entirely in French and German; Department of Modern Languages, Union College, 1917-

ARVA L. BRADY, A.B.

Expression Department

A.B., Cornell College, 1917; graduate of Cornell School of Expression, 1917; public school teacher for three years, and large experience in public reading; head of the Expression Department, Union College, 1917-

JESSICA TARLETON RAINS

Piano, History and Harmony

Graduated from the Music Department of Hayswood Seminary and took a graduate course at the same; studied at the College of Music, Cincinnati, Ohio, under Frederich Hoffman; studied at the Sherwood School of Music, Chautauqua, N. Y.; taught at Hayswood Seminary; private teacher at Maysville, Ky., for five years; piano teacher in the Cincinnati Academy of Music, 1912-1915; teacher of music, Union College, 1915-

VIVIAN G. TRIPP

Voice, Assistant in Piano

Graduated from Albion College Conservatory of Music in Teachers' Course; in Voice under Prof. Harlan J. Cozine, Director, and in Piano under Miss Margherita L. Koch, head of the Piano Department; private piano teacher in Albion and Flint, Mich., and coach for college vocal students; professional accompanist in Albion Conservatory for two years. Teacher of Voice in Union College, 1917-

MRS. W. S. EDWARDS

Art

Formerly a student under Prof. Ernest Bruce Haswell, winner of Schmiddlapp Scholarship of Victor Rousseau, Academic Royale, des Beaux Arts, Brussels; and of Paul Dubais, Eocle Decoratifs, Brussels; teacher of Art, Union College, second half of 1916-1917; teacher of Art in Union College, 1917-

STANLEY E. WILLIAMS

Violin

Student of the Meridian Conservatory of Music; Pupil under Madam Hull, J. E. Winsorlord, Roy Young, and others; student of Cincinnati Conservatory of Music, under Emil Hermann of Symphony Orchestra. Much experience in Orchestral Work. Instructor in Violin, Union College, 1916-

D. M. HUMFLEET

Normal Department

Attended Union College two years; Normal School and Kentucky University Summer School; teacher in Public Schools fourteen years; Principal of Graded and High School; taught Normal Work two years; at this writing holds the highest grade certificate in Knox County; Principal of the Normal Department, Union College, 1915-

NETTIE CREAL

Sub-Academic

Academic Course and Teachers' Training Course, East Lynn College, Buffalo, Ky.; Teachers' Training Course, Private Normal, Hodginsville, Ky.; Commercial Course, Bryant and Stratton Business College, 1911; taught twelve years in public schools; teacher in Bryant and Stratton Business College, 1912; head of Shorthand Department Union College, Branch of Bryant and Stratton Business College, 1913-1914; Principal of Sub-Academic, Union College, 1917-

HORTENSE KELLEY

Typewriting, Penmanship and Office Secretary

Graduate of Union College School of Stenography and Typewriting, 1916; Office Secretary and Teacher of Typewriting and Penmanship, Union College, 1916-

GEORGE W. THOMAS

Assistant in Academy Mathematics

CARL W. HAGGARD

Assistant in Science Laboratory

OFFICERS OF ADMINISTRATION

Ezra T. Franklin.....*President*
J. B. Kenyon.....*Dean*
Abigail E. Weeks.....*Librarian*
Hortense Kelley.....*Office Secretary*
Lawrence Yates.....*Disciplinarian at Men's Dormitory*
Mrs. E. J. Langdon.....*Preceptress at Fanny Speed Hall*
Mrs. Will Gregory.....*Matron at Men's Dormitory*
Mr. Will Gregory.....*Asst. Disciplinarian at Men's Dormitory*

UNION COLLEGE

LOCATION

ARBOURVILLE, KENTUCKY, the county seat of Knox County, is the site of Union College, It is an incorporated city of about 2,500 inhabitants and is situated on the Cumberland Valley Division of the Louisville & Nashville Railroad. It is an attractive and progressive town, having many of the modern conveniences, such as natural gas, electric lights, waterworks, telephone exchange, good hotels, etc. Its citizenship is refined and law-abiding. In no place in the county is the sale of intoxicating liquors authorized by law. The moral tone of the town is high. Baptists, Presbyterians, Disciples, Methodist Episcopal South, and the Methodist Episcopal have churches here. The ideals of the people are elevating, their friendships warm, genuine and abiding. Their hospitalities are cordial and gracious. They are interested in the school and the student.

Cumberland River, famed for its historical associations and its picturesque scenery, flows through the valley and skirts the town. Charm and beauty of hill and valley commingle in splendid profusion. Viewed from a practical standpoint, the innumerable hills, with their wealth of vegetation above, and interesting geological strata below, afford a rich field for excursions of scientific classes. The mildness of the climate is conducive to such out of door study.

HISTORY

Union College had its origin in the minds of the citizens of Barbourville. They early recognized the needs of a Christian institution of learning in their midst. But to turn the furrow one must have the plow. So in 1880, a joint stock company having been formed for the purpose and incorporated, a site secured, and a suitable build-

ing erected thereon and dedicated, Union College started on a career of usefulness which has blessed the community and justified the faith of its founders.

In 1886 the property was sold to the Kentucky Conference of the Methodist Episcopal Church. The institution was, from that time to his death, in January, 1897, under the administration of the Reverend Daniel Stevenson, D.D., an able and conscientious educator, a consecrated and devout Christian, a cultured and refined gentleman. His incumbency was a material, intellectual and spiritual blessing to school and students, citizens and community. Upon the death of Doctor Stevenson the Reverend James P. Faulkner, A.M., a native of Knox County and a graduate of Union College, succeeded to the Presidency of the College. His wise and progressive administration brought the school on toward the accomplishment of its purpose and the realization of its high mission.

During the administration of President Faulkner, the Board of Education came into possession of the legacy bequeathed by Mrs. Fanny Speed, and from that time the expansion of the school became more marked. During this administration there were planned and begun Fanny Speed Hall and the Central Power and Heating Plant. They were not available for use, however, until the beginning of the next administration, that of Reverend James W. Easley, B.D., A.M., whose term of office began in 1905. In spite of adversities, the school increased in equipment and influence during his administration. During the summer of 1906, the Administration Building was struck by lightning and burned to the ground. One year later it was replaced by a more commodious building and the handsome Men's Dormitory was also erected.

Upon the resignation of President Easley in 1910, Judge James D. Black, LL.D., of Barbourville, now Lieutenant Governor of Kentucky, became the fourth President of Union College. Under his management the material as well as the less tangible interests of the school progressed with rapid strides. The two years of Presi-

dent Black's connection with the school will be remembered as years of solid growth.

For the next three years the school was under the leadership of President Percy L. Ports, for several years Professor of Natural Science in Union College, followed by that of Rev. E. R. Overley, President, together with B. C. Lewis as Vice President and Business Manager. These were years in which there was a change taking place with regard to the scope and nature of the work that Union College should do in the future. The General Board of Education of our Church gave valuable assistance in setting a new program and in arranging for it to be carried out.

On June 30, 1915, Professor Ezra T. Franklin was elected President of Union College and given a general plan of procedure, which embraced a financial campaign for a balance on the annual budget and a larger campaign for improvement and endowment. Another part of the plan was that special attention should be given to the religious interests and needs of the students and all others connected with the College.

Both these problems are being solved. The balance in the budget was met in full by conference of last year, and a good start has been made on the larger financial campaign.

Two revivals, one in the fall term and another in the winter term, resulted in the conversion of nearly all the students hitherto unconverted.

Rev. J. N. Eason, D.D., of Trinity Church, Louisville, held the second revival, and the town was greatly edified as well as the school.

At the Board meeting in January, 1916, it was decided that the College Course proper should be added as fast as possible. It was started in 1916-17 with gratifying results, and the Sophomore year will be added in 1917-18.

AIM

Life is a warfare. Then, shall we not be armed? In this, education is the sword, character the protecting shield. To vitalize the power of intellectual develop-

ment; to teach and form studious habits; to surround with refining influences; to appeal to the sense of right, the pride of manhood and womanhood; to enlarge the love of the Good, the True and the Beautiful; to increase lofty moral and social ideals; to lead to a Christian experience and to build a Christian character—these are the functions of the Christian College, and therein does it secure the harmonious development of the soul and prepare for the largest usefulness in life.

But education is a process, rather than a fulfillment; an acquiring rather than a completion. The school, then, can assist in the buckling on of the armor, but it may not make one fight. The well-poised school will teach faith in oneself, the value of self-reliance, and the dignity and ennoblement with which honest effort requites the worker. This, Union College endeavors to accomplish. And if it can teach the sons and daughters of its patrons to be "of quick perceptions, broad sympathies, and wide affinities; responsive, but independent; self-reliant, but deferential; loving truth and candor, but also moderation and proportion; courageous, but gentle; not finished, but perfecting," its mission will not have been a failure. Its methods proceed on the thought that morality in the best sense can be taught only through the inculcation of high ideals constantly kept before the mind of the student. Appeal is made to pride of honor in the student.

The aim, then, of Union College is the development of life and the formation of genuine, substantial character. It interprets the meaning of life and sets itself the task of fitting young men and women for the manifold and responsible duties the age demands.

CAMPUS

The campus comprises about eight acres and is situated on the highest part of the town. The buildings are located at convenient distances from each other, while the intermediate space is filled with splendid shade trees. There are on the campus some twenty different varieties of native trees. The buildings are connected with each

other and with the street by cement walks. Deep wells of pure, wholesome water are located near each dormitory. There are three tennis courts and two basket-ball fields, besides ample room for croquet lawns on the campus. The grounds are lighted at night by four arc lights and several tungstens.

BUILDINGS

ADMINISTRATION BUILDING — This is a well-proportioned three-story building, constructed of brick and concrete and trimmed with Tennessee marble. The building is steam-heated and lighted by electricity, as are all the buildings on the campus. It is scientifically ventilated. In it are the classrooms, library, President's office, chapel, laboratories, and the central dining hall. There are fourteen classrooms. These are equipped with single desks and slate blackboards. From the President's office are speaking tubes to each room. The building is equipped with an electric program clock system. The chapel is commodious and is seated with comfortable opera chairs. There are three laboratories—chemical, physical, and biological, whose equipment is described later. The dining hall, kitchen, and bakery are in the basement, occupying nearly the whole floor.

FANNY SPEED HALL—This is the home for the young women. It is a three-story building of unique design. It has spacious halls and parlors and the rooms are neatly furnished. The building is supplied with bath rooms, toilets, and gas hot plates for students' use. A small monthly fee is charged for this latter convenience.

YOUNG MEN'S HALL—This is a brick structure of colonial design, three stories high. The rooms accommodate two students each. It is on the opposite side of the campus from Fanny Speed Hall. The basement contains toilet rooms, and shower baths with cold and hot water.

STEVENSON COTTAGE—This building bears the name of the honored first President of Union College. It is used

as a dwelling, being occupied by the Superintendent of Buildings and Grounds.

Heat, Light and Power Plant—This is situated at a safe distance from the other buildings and contains the boiler, engine, dynamo and pumps. The location of this plant, together with the concrete and brick construction of the college buildings, places danger of fire as the remotest possibility. From this plant all the buildings are supplied with steam heat, electric light and water. The water is from two deep drilled wells within the building.

EQUIPMENT

Library—The Speed-Stevenson Library, containing over two thousand volumes, was established by Mrs. Fanny Speed, of Louisville, Ky., and Mrs. Stevenson, wife of the first President of Union College, The late Professor George H. Daines was a liberal contributor to it. A large number of books was donated by Drew Theological Seminary, through the kindness of Rev. S. G. Ayers, Librarian. Numerous reference books for the various departments are added each year. The Reading Room is supplied with many of the best secular and religious papers and current magazines. The students are thus able to keep themselves informed with respect to the daily news and familiarize themselves with the best modern literature.

The Honorable John H. Wilson of Barbourville, Kentucky, generously donated a large number of books. These books, embracing a wide range of useful information, constitute a valuable addition to the Library. A Conference Alcove has been founded and is maintained by the individuals of the Kentucky M. E. Conference. Its aim is to supply complete sets of the works of classic writers.

This year we are in receipt of two very liberal and much appreciated gifts of books for the Library.

Mrs. J. H. Good of Ashland, Ohio, sent us, through the *Western Christian Advocate,* a very excellent collec-

tion of books; and Mrs. E. J. Langdon, the mother of the late Professor Langdon, head of our English Department, gave the College Professor Langdon's private library, embracing a very large number of splendid books, which will remain on the shelves as a memorial to his great love for the College and his friendship for the students.

LABORATORIES—*Chemical*—This is equipped with two tables with acid-proof tops, accommodating thirty-two students. The tables are supplied with running water and natural gas. An automatic water still is included in the equipment. Ample glassware and chemicals are provided for fifty individual student experiments. The laboratory contains a Henry Troemner analytical balance, sensitive to one-twentieth milligram, besides several less delicate balances for student use.

Physical—In this laboratory apparatus is provided for about fifty individual experiments in mechanics, light, heat, sound, magnetism and electricity. The equipment includes a Hart Optical Disk, standard steel meter stick, made by Brown and Sharpe, three static machines, three X-ray tubes, electrical measuring instruments, one-horse power electric motor, diffraction grating, organ pipe, sonometer, etc. The equipment is all modern and of high grade.

Biological—In these are provided dissesting sets and microscopes for work in botany and zoölogy. There are two compound microscopes, one with filar micrometer eyepiece and oil-immersion objective, magnifying one thousand diameters. There are numerous zoölogical specimens preserved in formalin. For work in physiology there are two human skeletons, a model of the human trunk, and numerous important charts. The equipment comprises also a stereopticon with microscope attachment and a large number of lantern and microscope slides covering many subjects.

MATHEMATICS—Hardwood models of the various geometric forms are provided. Drawing boards and acces-

sories are provided for classroom work in geometry. Each student is expected to own an inexpensive pair of compasses for home use. For the course in surveying the department has one transit, one level, two compasses, and the usual accessories, including a hundred foot tape, which has been tested by the United States Bureau of Standards and guaranteed accurate to within .02 of an inch.

Music—The College owns six pianos, two of them being in the Chapel and kept tuned together for recital purposes. There are eight Howard mandolins and one mandola for the Mandolin Club.

Power Plant and Shop—For lighting, the College owns a forty-horse-power Skinner automatic engine, direct-connected with a James Clark, Jr., 25 K. W. direct current dynamo. There are three steam pumps for drawing pure water out of deep wells. In the shop is one screw-cutting lathe, gas engine and dynamo, drill-press and a full complement of metal and wood-working tools.

Fire Protection—The buildings are furnished with twenty hand chemical fire extinguishers. The students are instructed in the use of these at the beginning of each session.

SANITATION

All the water used for drinking purposes at the College comes from deep wells from which the surface and quicksand waters have been cased off. There is an especially fine well near the Girls' Dormitory which is 100 feet deep and furnishes pure, soft water from the deep-lying sandstone. This is used in the dining-room. The College has a modern sewerage system, extending half a mile to Richland Creek. The bread and pastries used are baked in the College Bakery. The rooms of the dormitories and Administration Building are thoroughly disinfected during vacation.

GOVERNMENT

Proper control and guidance of a student body are of such great importance that too much attention can not be given to them. The principle of government is self-control and self-direction. The plan of developing the good is adopted. This produces the best results in character building. The students who are not amenable to rules of right living and who do not respond to the appeals to a moral life, or who waste the time in idleness will be asked to leave.

Dormitory life places the control of the student body at best advantage for easy direction in conduct, as well as best direction in study. Coöperation from the homes of the students is a necessity. This is earnestly solicited.

Students under the age of fourteen can not well be cared for in the dormitories and only in exceptional cases can we receive any under that age.

It is of greatest importance that the student be here on the first day of the term.

The student's dress should be simple, not elaborate or faddish. The dormitory student is required to keep his room and its contents in good condition. Students' rooms are subject to inspection by proper authorities at any time.

Young ladies under eighteen residing in Fanny Speed Hall are not permitted to receive calls from young men, except by written request from the parents addressed to the Preceptress. In all cases the administration reserves the privilege of final decision. No parent should undertake to grant to the student with us any permission which might interfere with the school duties but should concede to the administration the right of control while in school.

Due consideration, under proper supervision of the Faculty, is given to the developing social nature of the young people. Indiscriminate mixing of the sexes is not permitted, but frequent social gatherings, under the direction of the Preceptress, are held. These give the student the culture that is demanded today of educated men and

women. Our dormitory ideal is the home life of a well-ordered Christian home.

Each student is required to be in attendance at Sunday School and the Sabbath morning preaching service. It is also expected that each student shall attend all religious services held under the direction of the College. The attendance at daily Chapel service is required.

Students are expected to pay for breaking and defacing of property.

The use of tobacco, profanity, and obscene language is positively prohibited, also the reading of trashy literature.

No boarding student will be allowed to room or board off the campus without permission of the President. We are prepared to take care of all who come; as we are responsible for them, we prefer to keep them under our care.

All students must be in their own rooms after 7.00 p.m.

No student is allowed to leave town without permission, and girls must have proper chaperonage.

Any student before quitting the school is required first to notify the President and make a settlement of any unpaid bills.

Union College is not a reformatory institution, but a place for the training of the body, mind, and soul of earnest, studious boys and girls.

Boys known to be unmanageable at home will not be received here, as one bad boy will injure the whole school, and the extra time and strength given to him should be given to good boys and girls.

RELIGIOUS INTERESTS

Union College is endeavoring to do a class of work which will justify the support of the Methodist Church and Christian people in general as well as other philanthropists who want a specific moral and Christian atmosphere about student life.

To this end the chapel exercises are directed. Forty minutes each school day are spent in whole-hearted sing-

ing, scripture reading, prayer, and a pointed address on some vital subject pertaining to character building after the best Christian type. Revivals are also a part of our religious program. All students are urged to become Christians and to unite with some church. Nearly every student not previously a Christian usually becomes converted.

The young men have their religious organizations modeled somewhat after the Y. M. C. A. devotional services. The young ladies and the teachers in Speed Hall have a weekly prayer meeting.

All students are required to attend Sunday School and Sunday morning preaching services.

BOARDING STUDENT'S OUTFIT

Boarding students should bring the following articles: Large pillow slips, sheets, pair of blankets, quilt, counterpane, towels, napkins, and covers for bureau and washstand. The young men will provide for single beds. Young ladies will also bring curtains forty-five inches in length.

DRESS

Often the problem of dress becomes a source of discontent and annoyance to a boarding school and to patrons. We do not care to adopt uniforms for girls to insure economy and balance if we can get these results otherwise.

Our policy is to require girls to have coat suits or blouses and skirts for church and school wear. Plain dresses are also desirable for school wear. The wearing of fancy dresses will not be permitted on these occasions, and at no time will extreme low necks and sleeves above the elbows be allowed.

WRITING AND SPELLING

All students whose writing is not reasonably legible and whose spelling is not fairly good will be required to take special work in these branches until they reach a

reasonable efficiency. There will be an extra tuition fee of $1.00 a month for each. Students will be excused from these classes at the end of any month in which they have reached the required standard.

DROPPING WORK

After once enrolling in a class the student can not drop the work except by the consent of the Dean and the teacher in charge.

REFUNDING

No fees will be refunded.

No tuition will be refunded. But in case of protracted sickness when the student has to drop out of the term's work a non-transferable due bill will be given covering tuition for the time lost.

If private lessons in music or elocution are missed by the fault of the teacher or school, they will be made up or the tuition refunded for the time lost. If the student fails to report for lessons the College will not be responsible, and there will be no refunding of tuition.

EXAMINATIONS AND GRADES

Examinations are held at the close of each term and the examination, together with the daily grade constitute the term grade. Grades are reported in letters as follows: A, 95-100; B, 85-94; C, 75-84; D, 70-74; K, means condition; F, failed. No completed course will be marked K. Only a continued course will be marked K when the teacher thinks the student may make up the deficiency before the course is completed. If the student does not make up the deficiency the whole course will be marked F. A grade of F means that the course must be dropped and taken again later. If, for good reason presented to the teacher, the student receiving grade F desires to take another examination, the teacher may give it upon receipt of order for special examination. Only one D each term

may be credited toward graduation. Credit toward graduation will not be given on a course not completed, except in certain courses where the work done will justify.

Grade A means *excellent;* grade B, means *good;* grade C, *fair;* grade D, *passed.* Only one D in a term will be counted towards graduation, and if the student is carrying extra work no D grade and only one C grade a term will count towards graduation.

An order for special examination may be obtained at the Office by paying a fee of $1.00. Examinations other than those set for the class shall be classed "special examinations," and can not be held except by order for same.

The object of this ruling is two-fold. 1. To assure attendance upon examination. 2. To spare a busy teacher the waste of time.

MAIL

The College mail carrier will collect all out-going mail from the dormitories and Administration Building each morning and afternoon and will deliver the in-coming mail likewise.

LITERARY SOCIETY

The students have a most aggressive organization known as the Adelphian Literary Society. The work is of a high class and almost all students are allied with it. It affords great opportunities for acquiring ease in public address and other forms of public entertainment.

The Faculty encourages the society every way possible and it is regarded as one of the most valuable special features of the College.

THE JOSHUA S. TAYLOR SCHOLARSHIPS

The Rev. Joshua S. Taylor of Middleburg, Ky., left to Union College the sum of $1,632, the income of which is to be used to help men studying for the ministry in the Methodist Episcopal Church. Since ministerial students pay only one-half literary tuition this fund furnishes sufficient income to help several students each year.

The Board of Education has ruled that this money may be spent for tuition only and it shall be given on the basis of need together with the promise of future service to the Church. That is to say, a young man who is studying for the ministry in the Methodist Episcopal Church, who needs some financial assistance and who has promise of making a useful man, will receive one of these scholarships, paying his tuition, rather than the man who needs no financial help or the man who is comparatively indifferent about his call to the ministry. It is a real pleasure to help the young man who is dead-in-earnest and needs help.

Application for a Joshua Taylor Scholarship should be made to the President of the College.

ATHLETICS

After dropping athletics for a year or two, in order to make some corrections and to get started on a strictly collegiate basis, Union College is entering interscholastic and intercollegiate athletics. This year the basket-ball and baseball teams have made a good showing and the coming year a splendid season is anticipated.

Athletics at Union College will be kept on a very high ethical plane and everyone participating will be in a character-building exercise as well as wholesome sport. Interclass games are one of the leading features of athletics at Union College. Almost everyone that has any desire for athletics has a splendid opportunity to play.

College of Liberal Arts and Science

ADMISSION

Graduates from our Academy, and from accredited high schools and academies, will be admitted to the Freshman class.

Fifteen units of high school work are required for entrance to the Freshman year of the College. A subject pursued daily with forty-five minute recitations, or four days a week with one hour recitations for a school year of at least thirty-six weeks constitutes a "unit." Some of the units are required and others elective as follows:

REQUIRED		ELECTIVES	
Algebra	1½	Solid Geometry	½
Geometry	1	Physics	1
English	3	Physical Geography	½
Latin	3	Botany	½ or 1
or		Zoology	½ or 1
Latin 2 and German	2	History	1
Science	1	German	2
History	1	Physiology	½
		Chemistry	1
		General Science	½ or 1
		Greek	2
		English Bible	½ to 2
		Bookkeeping	1
		Domestic Science	1
		Manual Training	1
		Mechanical Drawing	1
		Economics	½
		Psychology	½
		Music	1 or 2
		Expression	½ or 1

REQUIRED

English Composition and Rhetoric—One unit. Every applicant must be able to write clear and correct English, and no applicant will be accepted in English whose work is seriously defective in spelling, punctuation, grammar and paragraph structure. The proper preparation for this part of the requirement is practice in composition through the four preparatory years, with

correction of themes by the teacher and revision by the pupil. Subjects for themes should be taken from the books prescribed for general reading below, and also from the pupil's observation and experience. Practice should be afforded in writing narration, description, exposition and argumentation. Applicants should be familiar with those principles of Rhetoric which are most helpful in elementary composition: viz., the principles of sentence structure, outlining, paragraphs and choice of words. The amount and kind of work required is indicated in Lockwood and Emerson's Composition and Rhetoric. Hill's Rhetoric or Brooks' English Composition and Rhetoric.

English Classics (*a*)—For Reading and Practice. One unit. The applicant is expected to give evidence of a general knowledge of the subject matter and to answer simple questions on the lives of the authors.

The books set for this part of the entrance requirements in 1917 will be:

Group 1—Classics in Translation. Two to be selected. The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; Homer's Odyssey, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; Homer's Iliad, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's Aeneid, The Odyssey, Iliad and Aeneid should be read in English translations of recognized literary excellence. For any selection from this group a selection from any other group may be substituted.

Group 2—Shakespeare. Two to be selected.

Shakespeare's "Midsummer-Night's Dream;" "Merchant of Venice;" "As You Like It;" "Twelfth Night;" "The Tempest;" "Romeo and Juliet;" "King John;" "Richard II;" "Richard III;" "Henry V;" "Coriolanus;" "Julius Cæsar;" "Macbeth;" "Hamlet."

N. B.—The last three only, if not chosen for study.

Group 3—Prose Fiction. Two to be selected.

Malory's: "Morte d'Arthur;" Bunyan's "Pilgrim's Progress," Part I; Swift's "Gulliver's Travels," (voyages to Lilliput and to Brobdingnag); Defoe's "Robinson Crusoe," Part I; Goldsmith's "Vicar of Wakefield;" Frances Burney's "Evelina;" Scott's Novels, any one; Jane Austen's Novels, any one; either Maria Edgeworth's "Castle Rackrent," or the "Absentee;" Dickens' Novels, any one; Mrs. Gaskell's "Cranford;" either Kingsley's "Westward Ho!" or "Hereward the Wake; Reade's "The Cloister and the Hearth;" Blackmore's "Lorna Doone;" Hughes' "Tom Brown's Schooldays;" either Stephenson's "Treasure Island," or "Kidnapped," or "The Master of Ballantrae;" Cooper's Novels, any one; Poe's "Selected Tales;" either Hawthorne's "The House

of Seven Gables," or "Twice Told Tales," or "Mosses from an Old Manse." A collection of short stories by various standard writers.

GROUP 4—Essays, Biography, etc. To be selected.

Either the "Sir Roger de Coverley Papers," or "Selections from the Tatler and The Spectator," (about 200 pages); "Boswell's Selections from the Life of Johnson," (about 200 pages); "Franklin's Autobiography;" either "Irving's Selections from the Sketch Book," (about 200 pages), or "The Life of Goldsmith;" "Southey's Life of Nelson;" "Lamb's Selections from the Essay of Elia," (about 100 pages); "Lockhart's Selections from the Life of Scott," (about 200 pages); "Thackeray's Lectures on Swift, Addison and Steele in the English Humorists;" Macaulay; one of the following essays: "Lord Olive," "Warren Hastings," "Milton," "Addison," "Goldsmith," "Frederick the Great," or "Madame d'Arbley," Trevelyan's "Selections from Life of Macaulay" (about 200 pages); (about 150 pages); "Dana's Two Years Before the Mast," "Lincoln's Selections," including at least two Inaugurals, the "Speeches in Independence Hall and at Gettysburg," the "Last Public Address," and "Letter to Horace Greeley," together with a brief memoir or estimate of Lincoln; Parkman's "The Oregon Trail;" Thoreau's "Walden," Lowell's "Selected Essays," (about 150 pages); Holmes' "The Autocrat of the Breakfast Table;" Stevenson's "Inland Voyage, and Travels with a Donkey;" Huxley's "Autobiography and Selections from Lay Sermons," including the address on "Improving Natural Knowledge," "A Liberal Education," and "A Piece of Chalk;" a collection of Essays by Bacon, Lamb, DeQuincey, Hazlitt, Emerson and later writers; a collection of letters by various standard writers.

GROUP 5—Poetry. Two to be selected.

Palgrave's "Golden Treasury" (First Series); Books II and III, with special attention to Dryden, Collins, Cowper, Gray and Burns; Palgrave's "Golden Treasury" (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study); Goldsmith's "The Traveler and the Deserted Village;" Pope's "The Rape of the Lock;" a collection of English and Scottish Ballads, "The Battle of Otterburn," "King Estmere," "Young Beichan," "Bewick and Grahame," "Sir Patrick Spens," and a selection from later ballads; Coleridge's "The Ancient Mariner, Christabel and Kubla Khan;" Byron's "Childe Harold;" "Canto III or IV," and the "Prisoner of Chillon;" either Scott's "The Lady of the Lake or Marmon;" Macaulay's "The Lays of Ancient Rome," "The Battle of Naseby," "The Armada," "Ivry;" either Tennyson's "The Princess," or "Gareth and Lynette," "Lancelot and Elaine," and "The Lost Leader," "How They Brought the Good News from Ghent to Aix," "Home

Thoughts from Abroad," "Home Thoughts from the Sea," "Incident of the French Camp," "Herve Riel," "Pheidippides," "My Last Duchess," "Up at a Villa—Down in the City," "The Italian in England," "The Patriot," "De Gustibus—," "The Pied Piper," "Instans Tyrannus;" Arnold's "Sohrab and Rustum," and "The Foresaken Merman;" Selections from American Poetry, with special attention to Poe, Lowell, Longfellow and Whittier.

(B) INTENSIVE STUDY

Preparation for this part of the work includes thorough study for each of the works named below; a knowledge of the subject matter, form, and structure. The books set for entrance requirements in 1917 will be:

GROUP 1—*Drama.* One to be selected.

Shakespeare's "Julius Cæsar," "Macbeth," "Hamlet."

GROUP 2—One to be selected.

Milton's "L'Allegro," "Il Penseroso," and either "Comus" or "Lycidas;" Tennyson's "The Coming of Arthur," "The Holy Grail," and the "Passing of Arthur;" the selections from Wordsworth, Keats and Shelley in Book IV of Belgrave's "Golden Treasury" (First Series).

GROUP 3—*Oratory.* One to be selected.

Burke's "Speech on Conciliation with America;" Macaulay's "Two Speeches on Copyright," and Lincoln's "Speech at Cooper Union;" "Washington's Farewell Address," and Webster's "First Bunker Hill Oration."

GROUP 5—*Essays.* One to be selected.

Carlyle's "Essay on Burns," with a selection from Burns' Poems; Macaulay's "Life of Johnson;" Emerson's "Essays on Manners."

ALGEBRA—The equivalent of Mathematics I and IV.

GEOMETRY—The equivalent of Mathematics II and IV.

LATIN—The equivalent of Latin I, II and III.

HISTORY—History I, or an equivalent in General History.

The required unit in Science will be Botany, Physics or Chemistry.

BOTANY—One unit. This course should be both technical and practical, and include a microscopic study of the cells and tissues of the plant, including root, stem and leaves, lectures, field and laboratory work on algae, mosses, ferns, gymnosperms and cryptogamous plants taken up in the Spring Term. Bergen's Essentials in Botany, or a similar text, indicates the ground to be covered.

PHYSICS—One unit. The equivalent of the work in Millikan and Gale's First Course in Physics. Laboratory notebook should be presented.

CHEMISTRY—One unit. An introduction of general chemistry. The student should be familiar with the common elements and inorganic compounds and in an elementary way with the theory of chemistry. The instruction must include both textbooks and laboratory work and extend over a period of one year. Notebooks must be presented.

ELECTIVES

GREEK—First unit. White's First Lessons in Greek or First Greek Book, or, an equivalent. The reading and translation of the first six chapters of Xenophon's Anabasis. Special attention should be given to pronunciation, accent, inflection, and the general essentials of grammar.

GREEK—Second unit. Goodwin's or Hadley and Allen's Greek Grammar; any standard edition of Xenophon's Anabasis; Sones' Greek Composition, or Sidgwick's Greek Writer. Systematic and thorough study of Greek grammar; special drill in syntax; the translation of books I, II, III, and IV of the Anabasis; thorough drill in Greek Composition; history of the period in which Xenophon lived.

GERMAN—Two units. A thorough knowledge of the rudiments of German grammar; ability to read prose or poetry of moderate difficulty; ability to translate simple English sentences into German; the reading of at least three hundred pages of prose; translation of matter based on the text read; memorizing of selected poems, practice in writing and speaking German.

HISTORY—One unit. A year of High School work in English History, American History and Civics, or Mediavel and Modern History.

SCIENCE—One unit. Another of the Sciences already mentioned, or Physiography one-half unit and General Science one-half unit. The time spent and the amount of field work and experiments done will determine the amount of credit. Text, such as Hopkin's, Dryer's, Davis' or Tarr's.

PHYSIOLOGY—One-half unit. The equivalent of Martin's Human Body. (Briefer course.)

ENGLISH BIBLE—One-half to two units. Work presented from standard Bible schools will be accredited on proper basis.

Solid Geometry—One-half unit. The work of some standard text.

Economics—One-half unit. The practical study of some text like Laughlin's Political Economy.

Psychology—One-half unit. A half year's work completing a text like Halleck's Psychology and Psychic Culture.

Bookkeeping—Mechanical Drawings, Manual Training, Domestic Art or Science, and Successful Teaching Experience may be credited as electives, one-half unit or one unit each, according to the grade and amount of work done.

Music—One or two units. See Music Department.

CONDITIONED STUDENTS

Students who are conditioned on entrance work will take studies in the Academy to remove such conditions, but may also take such studies in the Freshman year of the College as time and previous work will admit. However, if a student who has the required English, Mathematics and Latin thinks he has a good reason why he should leave some conditioned work behind for a time he may take the question up with the dean, but in no case may the conditioned work be left later than the Junior year of his College course.

ADMISSION TO SPECIAL STUDENTS

Students who desire to pursue special lines of work, and who do not intend to become candidates for graduation, will be admitted to the Academy, College of Liberal Arts, or Theological courses on the following conditions:

1. The regular entrance requirements must be satisfied. But applicants who are not less than twenty-one years of age, after obtaining credit for elementary or "grade" work, and for such other subjects as may be necessary to qualify them for the classes they wish to enter, may, on the presentation of satisfactory reasons be admitted by

the action of the Committee on Standing and Graduation to any class in these departments; provided, that if any student who has been admitted on these conditions afterwards becomes a candidate for a degree, he shall take the omitted examination at least one academic year before the degree is conferred.

2. Before entering the College, students desiring to pursue special work are required to lay before the said committee for approval or modification, a written statement of the end they have in view, the studies proposed for the attainment of that end and the probable period of attendance. Such students will be held as strictly to their accepted schemes of work as are the regular undergraduates to their courses of study.

3. Permission to enter as special undergraduates will be refused to all who fail to give satisfactory evidence of definiteness of purpose, and will be withdrawn whenever the conditions on which it was granted cease to exist.

4. All students whose English shows a marked deficiency will be required to take such courses in English as seem best suited to the student's need.

COURSE OF STUDY

Union College has been running for a time as an A Grade Academy, but the College Courses proper are now being added a year at a time. In 1917-18 the Freshman and Sophomore years are being offered. We write up two years' work, or that of a Junior College. However, we expect to add the other two years before our students get to them. When the full four years of College work is written up the courses will be grouped so as to give major work in Classics, Science, Philosophy, and Literature. Even the College Freshman should choose his foreign language in keeping with his future major. The Faculty is always ready to help in matters of this kind.

GRADUATION AND DEGREES

The College Courses leading to the Bachelor's Degree are based upon four years' work of 16 hours a week throughout. Certain requirements of all students as to amount of English, Mathematics, Foreign Language, Science and Philosophy will be stated in due time. The first two years presented in this number largely cover those points. The full requirements for major work will be presented with the Junior and Senior years.

ELECTIVE WORK

Every subject in any regular course will be taught as scheduled, however few demands there may be in that course for that subject; but all electives, either as required work in some other course or as required work in no regular course, must have at least five students before the formation of such a class will be obligatory upon the institution. But if deemed expedient by the President and Professor in charge of the course, a class may be formed for any number whatsoever.

Any course in the regular College courses may be elected by students in whose regular course it does not appear, but credit will not be given on a new language for less than twelve hours.

Students who present for entrance, work that is required in the College will have the privilege of electing that much more of their College Course.

ADVANCED STANDING

Advanced standing will be given students who present work done at other institutions of like grade. Work done at institutions on the Semester plan will be accredited at proper ratio. No student should expect to receive full credit for work done at institutions not having equal

entrance requirements. Enough to satisfy the entrance requirements will be deducted and the remainder will be accredited.

CURRICULUM

College

FALL TERM	WINTER TERM	SPRING TERM
English V.....3	English V.....3	English V.....3
Mathematics V....4	Mathematics V...4	Mathematics VI...4
Foreign Lang'ge...4	Foreign Lang'ge..4	Foreign Lang'ge...4
*Science 4	*Science 4	*Science 4
Bible 1	Bible 1	Bible 1

Sophomore

English VI 4	English VI.....4	English VI.....4
Foreign Lang'ge...4	Foreign Lang'ge..4	Foreign Lang'ge...4
Bible 1	Bible 1	Bible 1
†Electives 7	†Electives 7	†Electives 7

*If there is a good reason for a student taking two foreign languages in the Freshman year the Science may be postponed until the Sophomore year.

†When the major subject has been chosen, and that should be done at the beginning of the Sophomore year, the electives in the Sophomore year will doubtless be reduced by the major requirements.

Academy

PURPOSE

The Academy is designed to prepare students for colleges or technical schools; to give elective work to theological students pursuing certificate courses; to give advanced work to grade teachers, and to broaden the education of those taking up business and home life.

SCOPE OF INSTRUCTION

The Academic Course is four years in length and covers a regular high school course. It is taught by the College teachers in the same classroom and with the same facilities as the College courses. The course is uniform for the first two years.

The electives make it possible for a student to choose his course in part and to prepare for a classical, scientific or vocational life as he sees fit.

Our Academy is in Class A of the accredited list of secondary schools of the Association of Kentucky Colleges. This means that our graduates receive full Freshman rank, without examination, at any College belonging to this Association. Sixteen units are required for graduation.

ENTRANCE

Those finishing the Sub-Academic and those presenting a common school diploma, or a certificate of promotion from a good graded school or high school, or a teacher's license will be admitted to the Academy without examination. A statement from the principal of a private school may or may not be accepted. Those who have completed the grade work except a few branches may take enough in the Academy to make a full course, provided they are prepared to take the Academic work. Other

applicants will be subject to examination in the common school branches.

Students will be kept, as nearly as possible, regular in the course.

ADVANCED STANDING

Advanced standing will be given students presenting credits from good secondary schools and to students passing examinations on work done for which credits are not presented.

GRADUATION

An Academic Diploma will be granted students completing the Academic Course. Students completing the course except one subject for one year or equivalent will be graduated with their class on one of two conditions as follows:

1. To receive the diploma with the condition written on it.

2. To return and finish the subject the Freshman Collegiate year and receive the diploma when the work is finished.

ACADEMY CURRICULUM

Freshman

FALL TERM	WINTER TERM	SPRING TERM
English I.....5	English I.....5	English I.....5
Latin I.....5	Latin I.....5	Latin I.....5
Science I.....4	Science I.....4	Science I.....4
Mathematics I.....5	Mathematics I....5	Mathematics I.....5
Bible 1	Bible 1	Bible 1

Sophomore

English II.....4	English II.....4	English II.....4
Latin II.....5	Latin II.....5	Latin II.....5
Mathematics II....5	Mathematics II...5	Mathematics II....5
History I.....5	History I.....5	History I.....5
Bible 1	Bible 1	Bible 1

Junior

English III.....4	English III.....4	English III.....4
Lat. III or Ger I..5	Lat. III or Ger. I.5	Lat. III or Ger. I..5
Mathematics III...5	Mathematics IV..5	Mathematics IV...5
Bible 1	Bible 1	Bible 1
*Elective 5	*Elective 5	*Elective 5

Senior

English IV.....4	English IV.....4	English IV.....4
Lat. IV or Ger II..5	Lat. IV or Ger. II 5	Lat. IV or Ger. II.5
Science III.....5	Science III.....5	Science III.....5
Bible 1	Bible 1	Bible 1
†Elective 5	†Elective 5	†Elective 5

*One unit chosen from Latin III, German I, History II, Physiology, Music or Expression.

†One unit chosen from Latin IV, German II, History II, Economics and Psychology, Physiology, Music or Expression. In electing a special like Music or Expression, tuition is extra.

Department of Instruction

ENGLISH

The aim of this department is to give the student such thorough instruction in the writing of English as will make his language the instrument for the easy, idiomatic, and energetic expression of his thought; to train him, both by theory and by practice, for natural and effective public address; to acquaint him with the essential facts in the development of the English language and literature, and with the great authors who have created that literature; and, finally, to render him sensitive to the literary and æsthetic value of life. Vigorous and painstaking habits of scholarship are constantly inculcated; but the student is never allowed to forget that literature is vital—that it draws its subject-matter and its inspiration from life, and in turn transmutes the crude and imperfect forms of life into beauty and character.

ACADEMY

ENGLISH I (*a*) — *Grammar.* A general review of English Grammar with special attention to infinitives, participles, relatives and sentence structure. Sufficient parsing, diagraming, and analysis will be given to familiarize the student with these phases of grammar.

The work is of a high class and is designed to give a thorough foundation for the courses which follow:

Fall Term—Five hours a week.

ENGLISH I (*b*)—*Composition.* In this course Brook's English Composition Book I is begun and continued as far as Correctness, page 110. Oral compositions are required in the beginning and as the student becomes accustomed to expressing his own thought orally, the more difficult written composition is required.

The text is recited very little but is used as a basis for discussion between teacher and student. The student's mastery of the principles is judged by his ability to use them in his compositions.

Winter and Spring Terms—Three hours a week.

ENGLISH I (*c*)—*Literature.* Study of the College Entrance requirements in English as fixed by the National Educational Association is begun. The purpose of the study of the classics in this academy is first of all to instill a love of good literature and to give the student discriminating taste. Due attention is given to the author's life and literary work. Some memory work of gems of thought is required from time to time. Debates, modernizations, book reviews, themes, etc., in connection with this course are required at the discretion of the instructor in charge. Reading of "Sketch Book," "Pilgrim's Progress," and "Ancient Mariner."

Winter and Spring Terms—Two hours a week.

ENGLISH II (*a*)—Continuance of Brook's English Composition, Book I, beginning with Correctness, page 110. Careful study of punctuation and figures of speech. Introduction to the study of description, exposition and argument. Careful study of letter writing. Introduction to study of versification. Some study of spelling, and exercises in the use of the dictionary.

Fall, Winter and Spring Terms—Two hours a week.

ENGLISH II (*b*)—Continued study of entrance requirements. Study of "As You Like It," "Marmion," and "David Copperfield."

Fall, Winter and Spring Terms—Two hours a week.

ENGLISH III (*a*)—Brook's English Composition, Book II to page 198. Intensive study of Narration, Description and Exposition.

Fall, Winter and Spring Terms—Two hours a week.

ENGLISH III (*b*)—*Literature.* Continued study of entrance requirements. Selections from American Poetry. Ruskin's "Sesame" and "Lillies" and "Macbeth."

Fall, Winter and Spring Terms—Two hours a week.

ENGLISH IV (*a*)—Study of Brook's Composition Book II concluded—pages 198-313. Intensive study of argument. Introduction to Parliamentary Law. Debates and parliamentary drills required. Study of poetic forms.

Fall, Winter and Spring Terms—Two hours a week.

ENGLISH IV (*b*)—*Literature.* Study of entrance requirements completed. Careful study of the forms, structure, and subject matter of "Hamlet." Selections from Tennyson's "Idylls," Emerson's "Essay on Manners," Washington's "Farewell Address," and Webster's "First Bunker Hill Oration."

Fall, Winter and Spring Terms—Two hours a week.

COLLEGE

ENGLISH V—*Composition.* The chief purpose of this course is to train the student in the use of easy, idiomatic English. It is believed that successful instruction in Rhetoric depends not so much upon precept as example and practice; so the student is encouraged to write freely upon subjects that appeal to him, and that spring naturally from the interests and activities of his daily life. The instructor corrects each paper in detail, and makes appointments with each student for private consultation as he sees fit. The instruction is made extremely flexible, and freshness and variety of methods are constantly sought. Required of all Freshmen.

Three hours a week throughout the year.

ENGLISH VI—Literature. This course is fundamental to English literature studies and gives a general scope with specific interests in the characteristic and best of all periods. Assigned reading, lectures, class discussion and notebooks. Texts: Long's English Literature, and Manley's "English Prose," and "English Poetry."

Four hours throughout the year.

MATHEMATICS

Academy

MATHEMATICS I—*Algebra.* This course includes factoring, common divisors and multiplies, fractions, simple equations, of one or more quantities, involution, evolution, theory of exponents, radicals and equations involving radicals. Text: Wentworth and Smith.

Five hours throughout the year.

MATHEMATICS II—*Plane Geometry.* Much attention is given to the solution of original problems, in order to train the student in logical habits of thinking, and to discourage the memorizing of propositions. Text: Wentworth and Smith.

Five hours throughout the year.

MATHEMATICS III—*Solid Geometry.* The practical applications of principles learned is emphasized in this branch of mathematics as well as in the others. Thorough drill is continued. Text: Wentworth and Smith.

Five hours, Fall Term.

MATHEMATICS IV—*Algebra.* A review of previous work and a thorough study of radicals, quadratic equations, with one or two unknown quantities, ratio and proportion, progressions and binomial theorem. Text: Wentworth.

Five hours, Winter and Spring Terms.

College

MATHEMATICS V—*Plane and Spherical Trigonometry.* An attempt is made to lay the foundation for further successful mathematical study. An introductory account of the theory of logarithms and preliminary practice of the use of logarithmic tables will be followed by a study of the theory of trigonometric functions and by application of the theory to the solution of the right and oblique plane triangle and of right and oblique spherical triangles. Text: Wentworth and Smith, Sperical Trigonometry.

Four hours first half year.

MATHEMATICS VI—*Algebra.* This course presupposes a thorough knowledge of elementary algebra. Chief topics—progressions, logarithms, variables and limits, permutations and combinations, determinants, general properties of equations, and complex numbers. Text: Wentworth's College Algebra.

Four hours second half year.

LATIN

Academy

LATIN I—The Roman pronunciation is taught, and special care is taken from the first lesson to have every word properly accented. Derivations and review of declensions and conjugations up to the place reached is a special feature of recitation from time to time. The more common rules of syntax are mastered and sentence structure is studied in connection with translation of English into Latin.

Five hours a week throughout the year.

LATIN II—Cæsar's Gallic Wars are studied with due emphasis placed upon pronunciation, syntax, sentence structure, indirect discourse, and the history of wars and the Gallic people. A literal translation is first given, then a free translation. The military tactics and the formation of the armies of both the Romans and their Gallic and British foes, and especially their customs, are topics of continued interest. Pearson's Latin Composition once a week, and the first four books of Cæsar completed.

Five hours a week throughout the year.

LATIN III—The four orations against Catiline, Poet Archias, and one other of Cicero's short orations. The literary value is brought out as well as the translations and constructions. Pearson's Latin Composition.

Five hours a week throughout the year.

LATIN IV—Virgil's Aeneid, Books I-IV, are read for the translation, story, mythology, scansion, and literary merit.

Five hours a week throughout the year.

College

LATIN V (*a*)—Cicero's De Senectute and De Amacitia. Prose Composition.

Four hours, Fall Term.

LATIN V (*b*)—Livy, Books XXI and XXII.

Four hours, Winter Term.

LATIN V (*c*)—Tacitus' Germania and Agricola.

Four hours a week, Spring Term.

LATIN IV (*a*)—Horace's Odes and Epodes.

Fall Term, three hours a week.

LATIN VI (*b*)—Terence, selected plays.

Winter Term, three hours a week.

LATIN VI (*c*)—Juvenal's Satires.

Spring Term, three hours a week.

GREEK

Since but a few secondary schools teach Greek it is regarded impractical to require it for entrance, even to the Classical Course. Hence the study of Greek is begun in the College Course.

GREEK I—White's First Greek Book is the text used. Pronunciation and accent are carefully taught from the first. Inflections, derivations, sentence structure, accurate translation of both Greek and English, conditional sentences, indirect discourse, and the more common rules of syntax.

Xenophon's Anabasis, Book I, is read with view to getting story, customs, military tactics, formation of armies, literal and free translations, drill in syntax and sentence structure. Pearson's Greek Prose Composition once a week.

Four hours a week throughout the year.

GREEK II—Xenophon's Anabasis, Book II-IV. Pearson's Greek Prose Composition once a week. Course pursued as Greek I. Homer's Iliad, Books I-III are read with stress on versification, mythology, Homeric form, and literary merit among epics.

Four hours a week throughout the year.

GERMAN

Academy

GERMAN I (*a*)—This course embraces a thorough study of pronunciation, forms, and all the elements of German Grammar; the accurate reading of easy prose without translation; and some proficiency in writing and speaking German. German script is used from the beginning. Frequent sight-reading and memory work; also the singing of some of the national and popular hymns in German. Text, Kayser and Montesser's Foundations of German, "Herein," "Immense," and similar classics. Thomas' German Grammar started.

Five hours throughout the year.

GERMAN II (*a*)—More difficult classics are taken up, including the reading of Goethe's "Hermann and Dorothea," and Schiller's "Wilhelm Tell." Wesselhoeft's German Composition and Thomas' German Grammar.

Five hours throughout the year.

College

GERMAN I(*b*)—This course is designed for College students who did not offer German for entrance. It embraces a thorough grounding in the fundamentals of German Grammar and the reading of easy prose.

Four hours throughout the year.

GERMAN II (*b*)—This is an intermediate course for students who present only one unit in German or those who still lack ability to read moderate prose readily and who need the same grade of prose composition or further grounding in grammar.

Four hours throughout the year.

GERMAN III—This is largely a reading course embracing some of the classics of Schiller, Lessing, Goethe, and others. Some time is given to Jagemann's Prose Composition.

FRENCH

College

FRENCH I—Fraser and Squair's Grammar with copious exercises in composition, drill in pronunciation, and the reading of easy prose. In this course it is proposed to give the student the essentials of grammar and the ability to read prose readily.

Four hours throughout the year.

FRENCH II—The French Grammar is completed and more advanced composition is studied. The reading of numerous prose authors of the nineteenth century, such as George Sand, Balzac, Daudet, Zola, Bourget, Merimee, and Dumas.

Three hours throughout the year.

NATURAL SCIENCE

Academy

SCIENCE I (*a*)—*General Science.* This course aims to furnish an introduction to the scientific study of the elementary sciences. The topics considered are those of general significance, as AIR —characteristics, temperature changes and seasons, humidity, structure, and composition. WATER—different states, pressure, commercial relations, supply, etc. WORK and ENERGY—Earth Crust—natural forces, physical structure of soil, irrigation, erosion. LIFE UPON EARTH—plant life, food supply. Simple experiments worked by the student, and some standard text.

Four hours, first half year.

SCIENCE I (*b*)—*Botany.* The study of plants as living organisms with special regard to functions, structure and relation to environment. A careful study of the entire plant is made in the laboratory, including microscopic work. Each student is required to collect, press and neatly mount twenty-five flowers. Text: Coulter's Plant Life and Plant Uses and Hughes' Practical Experiments.

Four hours, second half year.

SCIENCE II—*Physiology.* This is a course in human physiology, personal hygiene, and public sanitation. Practical matters of health and prevention of diseases have an important place in this course. An effort is made to impress the student with the necessity of hygienic living. Our excellent laboratory equipment in this branch adds to the interest and value of the subject. Text: Blaisdell's Life and Health. Supplementary reading in Pyle's Personal Hygiene and Tolman's Hygiene for the Worker is required.

Five hours, Fall Term.

SCIENCE III—*Elementary Physics.* This course extends throughout the year. Class work three hours and laboratory work four hours per week. Students are required to perform forty experiments, which are submitted to the instructor for criticism. A study is made of mechanics, work, heat, magnetism, static electricity, sound and light. Text: Millikan and Gale, and Manual.

Five hours throughout the year.

College

SCIENCE IV — *General Physics.* This course is planned for those who have not had the elementary physics. It is accompanied by systematic laboratory experiments. Required of all candidates who do not offer one unit of physics for entrance. Practical and theoretical courses in mechanics, heat, magnetism, electricity, sound and light.

Four hours throughout the year.

SCIENCE V—*General Inorganic Chemistry.* This course includes lectures, recitation and laboratory work. The metals and metalloids, together with their more important compounds, are studied. The metals or base-forming elements are given special attention. In the laboratory the student becomes familiar with apparatus and methods of work. More elaborate experiments to illustrate lectures are performed by the instructor. Two hours in class and four in laboratory weekly to count as four-hour course. Qualitative analysis in Spring Term.

Four hours throughout the year.

SCIENCE VI—*General Zoölogy.* Types of the main groups of animals are studied with regard to structure, development, and relation to environment. Laboratory work will be on animals selected from the following list: Amœba, paramœcium, vorticella, stentor, sponge, hydra, hydroids, planarians, thread worms, earth worms, nereis, leech, starfish, sea-urchin, snail, clam, squid, crawfish, centipede, grasshopper, beetle and frog. Lectures and collateral reading. Two two-hour laboratory periods a week.

Four hours throughout the year.

HISTORY

Academy

HISTORY I—A general survey of the rise and fall of nations, invasions, and contributions to civilization, with a special study of Grecian and Roman History. The subject is pursued in a comparative way and written work on important topics is required from time to time. Some good text in Ancient History will be used with collateral reading.

Five hours a week—Fall, Winter and Spring Terms.

HISTORY II—European History from the fall of Rome to the present. Special emphasis is given to the study of the Dark Ages as a background for modern civilization. The Reformation is studied carefully in the light of contemporary inventions, philosophy and literature. The important steps in the development

of constitutional government. A textbook in Mediaeval and Modern History with collateral reading and special references. Written themes and map work.

Five hours a week—Fall, Winter and Spring Terms.

ECONOMICS AND PHILOSOPHY

Academy and Normal

It is deemed valuable that every man and woman have a course in Economics and Psychology. We offer these to Academy Seniors, advanced normal students, and to certain special students who may need these courses.

ECONOMICS I—This course is designed to give students an introduction to the practical economic problems of our busy day. Laughlin's Political Economy is used as a basis for recitation and discussion.

Five hours—Fall Term.

PSYCHOLOGY I—This course is introductory, but fundamental, practical and thorough. Textbook, Lectures and Discussions. The course will be adapted to practical and professional life. With special emphasis upon education and teaching.

Five hours a week—Winter and Spring Terms.

College

PSYCHOLOGY II—A comparative study of two leading textbooks on psychology. The work of the first half of the term is concerned largely with the physiological side of psychology, and gives special emphasis to consciousness and the nervous system. The second half is given to the study of mental activity, such as retention, disposition, habit, instinct, association, recall, cognition, perception, memory, reasoning, emotion, and will. Textbooks: Angell and James.

Daily—Fall Term.

LOGIC III—A study of the purposes, laws, and limitations of human reasoning, whether deductive or inductive. The course is made as practical as possible. Text: Creighton's Introductory Logic.

Daily—Winter Term.

ETHICS IV—A critical study of the foundation of moral obligations. The course is designed to give philosophic insight and to build moral character. Moral laws are applied to practical

life and correlated with Christian ethics. Comparative study of two standard texts.

Daily—Spring Term.

Economics II—This course gives the student an idea of the general principles of economics, and serves as a basis for advanced work in the subject. After the characteristics of our present industrial system are examined, a study is made of the laws governing production, consumption, exchange, and distribution of wealth. Special attention is given to money and banking, protective tariffs, trusts, socialism, and taxation. Ely's Outlines of Economics is used as a basis of the course.

Four hours a week—Fall and Winter Terms.

Sociology III—This is an introductory course. The student is taught to observe society and the social conditions in all of their phases. The subject is pursued on a practical basis. Among the topics for study are The Social Value of Wealth; Immigration; The Family; Divorce; Education; Child Labor; City Life; Social Value of the Church; Pauperism; Intemperance and Crime. The purpose of the course is to instill into the students a desire for real research and investigation. The text used is Wright's Practical Sociology. Much collateral reading is required.

Four hours a week—Spring Term.

BIBLE AND THEOLOGY

A fair knowledge of the Bible is expected of every citizen of a Christian nation; but it is humiliating to see how little is known of this, the greatest of books, by the average man. A skeptical professor in one of the great American universities, after having failed to get an intelligible answer on some point of simple Biblical history indignantly remarked that any man who did not wish to be regarded as a fool should have a fair knowledge of the Bible. It is fundamental to strong Christian character, and church schools should certainly give every student some good courses.

The work in Theology is designed especially for ministerial students, but any student will find these courses of real benefit in a general as well as in a specific way. The grounding of belief is a great and steadying asset in living a consistent and forceful life.

This is not supposed to be a theological seminary course, but it is offered as a training which will meet the needs of the man or woman who wants some help in Christian work before going to a theological seminary. Also, there are thousands of efficient workers who can not and who never hope to get a complete College training. Again, a course in a System of Christian Doctrine is as valuable as a mind and character builder as almost any college course one could take.

BIBLE I—*Old Testament History.* This course gives a general knowledge of the geography and history of the Hebrew people, embracing the forms of government, the economic, social, moral and religious developments. The Bible is read for its own story together with a good text on Old Testament History. Designed for Academy students first and second years.

One hour.

BIBLE II—*New Testament History.* This course deals with the early history of the Christian Church and its ideals and work as recorded in the synoptic Gospels and the Acts. A general text is used as an organizing basis. Designed for Academy students, third and fourth years.

One hour.

BIBLE III—*Old Testament Prophets.* Their times, the needs of the people, their spirit, and their message. Designed for College students only.

One hour throughout the year.

BIBLE IV—*Pauline Epistles.* The social, devotional, ecclesiastical, philosophic and doctrinal problems of the early Christian Church. Paul's Epistles largely constitute the matter for study. Open to College students only.

One hour throughout the year.

THEOLOGY I—This is an introductory course for students who have had but little training in Bible study and practical experience. The course starts with Binny's Compend of Doctrine and is followed by some of the standards, such as Wesley's Christian Perfection, Walker's Philosophy of the Plan of Salvation.

Three hours a week throughout the year.

THEOLOGY II—*Homiletics.* This course is practical but will be made as literary as possible. A careful study of sermonizing, making of outlines, writing of briefs and sermons. Lectures by

the instructor and some good text, such as Broaddus, Kern or Pattison.

Two hours a week throughout the year.

THEOLOGY III—The first part of the course will be careful study of Theism as a fundamental to Christian philosophy. When the fundamental is well established the course will proceed to build up a well constructed system of Christian doctrine. The basis for this course will be Sheldon's System of Christian Doctrine, with lectures and discussions.

Four hours a week throughout the year.

Normal School

PROFESSOR DAN M. HUMFLEET,
PRINCIPAL

This department is devoted to the education of young men and women who desire to teach in the public schools of our country.

More than 80 per cent of the students of this department, who took the county examination this year, made certificates. This unusual record is sufficient evidence of the fact that Union College Normal stands second to none as a school in which to prepare for examinations.

Three courses are offered:

(1) County Certificate Course.
(2) State Certificate Course.
(3) High School Course for Teachers.

SCHEDULE OF STUDIES FOR COUNTY CERTIFICATES

Arithmetic, Grammar, Composition, Rhetoric, Geography, Kentucky History, United States History, Physiology, Reading, Writing, Spelling, Civics, Methods, Theory and Practice.

SCHEDULE OF STUDIES FOR STATE CERTIFICATES

English and American Literature, Algebra, Higher Arithmetic, Psychology, Pedagogy, and a review of the common branches.

THE HIGH SCHOOL COURSE FOR TEACHERS

This is arranged for the convenience of those who wish to teach in the rural schools and do high school work during the winter and spring terms. By hard study it is possible for teachers to do more than the usual amount of work. This is a very popular course and we expect to enroll a large class this year.

All schools and colleges give full credit for our work.

THE COUNTY CERTIFICATE COURSE

This course prepares teachers for the public schools of the State. Time required to prepare for properly passing the county examination is from one year to five months according to the previous preparation of the individual. An opportunity will be given teachers to review all the common school branches during the winter and spring terms.

The State adopted textbooks will be used as a basis of all work. They will be supplemented by the very best and most up-to-date books to be found.

THE STATE CERTIFICATE COURSE

Those desiring to prepare for the State examination will find this course exactly suited to their needs. In addition to the review of the common school branches, there will be classes in Algebra and Literature for the benefit of the teachers who have the legal qualifications of age (21 years), and experience (two years) and who hold first class county certificates, or who are otherwise qualified to do the work. Time required, one year.

ABOUT THE BRANCHES TAUGHT

ARITHMETIC—The aim of this class is to thoroughly master the subject. All good textbooks on this branch will be used. The work will be made as practical as possible.

GRAMMAR—The Mother Tongue Book II will be the work done in this class. Such other texts will be used as are needed to make the work thorough and complete. Special attention given to the knotty problems and difficulties of the language.

RHETORIC—The work in Rhetoric consists of practical training, composition writing, investigating subjects, outlining themes, writing and criticizing essays on live practical subjects.

A full and complete review of the figures of speech, and a thorough drill on definitions also given. But the student is trained to write by writing.

PENMANSHIP—In this class all normal students have the advantage of an expert Business Penmanship teacher without extra

cost. This class will be conducted by a teacher who has taught penmanship in a business school for a number of years.

If you are not a good penman take advantage of this opportunity to become efficient. Nothing helps out in passing a good examination so much as a neat, well written manuscript. A number of applicants fail on examination because of poor writing and "botched up" papers, who would otherwise make good.

METHODS—This is another new feature of the Normal School of Union College. Arrangements have been made by which the students of this department will have the advantage of observing work done in the Model Primary School by some of the most skillful teachers in the country. Their work meets the approval of the greatest educators of the age. To have the advantage of studying and observing their work with a "Model Class" of primary students will be a rare treat.

THEORY AND PRACTICE—As will be readily seen, the examinations in this subject are almost identical with the State Course of Study. Recognizing this fact, and also the need of a good systematic course, we have decided to make the Course of Study a regular text from the very outset. We will also devote sufficient time to the study of the leading educational reformers and their ideas, as well as the mind. Two periods each week will be given this class.

READING—Applicants for county certificates very often find it necessary to have considerable knowledge of literature. It is our purpose in this class not to teach to read, but to familiarize the student with the most popular authors and their leading works. "Who wrote this?" is a very common question. Not being able to answer it sometimes causes failure in examination.

AGRICULTURE—Experiment has been added for textbook and experimental work in agricultural classes will be organized for those who wish to prepare to teach this subject.

HISTORY—A complete outline of the different epochs in United States History will be given, beginning with the Period of Discovery and continuing throughout the entire subject. The "Chain" system, as suggested in the Course of Study, will be followed closely. Due consideration will be given the History of Kentucky.

SPELLING—We have one of the best classes in spelling to be found anywhere. Text used: "Common Words Commonly Mispelled." Spelling is largely a memory subject which requires hard study and much drill.

CIVIL GOVERNMENT, PHYSIOLOGY AND GEOGRAPHY will receive their full share of attention, the work being done by the latest

and most approved methods as advocated and practiced by the leading educators.

Reviews and Drills in all subjects will be very frequent and thorough. Nothing will be left undone that is considered necessary in preparing to pass the examination, and having passed, to become capable and successful teachers.

SUB-ACADEMIC

The work of the Sub-Academic Department is designed for students who are not yet ready for high school, but who do not have proper access to schools at home where they can finish a common school education. Sometimes the public school does not offer sufficient work; in other cases the student may have dropped out before finishing the common school, but has decided later to go on with his education. He may feel himself too old to go to the public school at home, but would feel very much at home in this department at Union College, for there are always several students in this department who are too old to attend the public school. Again, they are permitted here to complete the work as quickly as possible and get ready for high school. Many students who are preparing to teach take work in this department until they are ready for the normal. Many of them can do two grades in one year. It is not uncommon for students of thirty years old or more to be in this department; they mean business and we love to have them. They nearly always make good.

The work of the Sub-Academic Department embraces Reading, Writing, Spelling, Grammar, Arithmetic, History, Geography, Physiology, Civil Government and Bible. This year we have had nearly sixty students enrolled in that department, and among that number several young men studying for the ministry.

Typewriting and Penmanship

Miss Hortense Kelley

The College owns six new Remington typewriters and will give instruction to any student desiring to learn typewriting.

The time has come that a large per cent of professional and business men feel that their time is too valuable to be taken up in writing longhand. With the use of the typewriter they save time and give a perfectly legible letter.

Save time and money by learning to use the typewriter.

Because one can use the typewriter he should not write an illegible hand. There is always more or less hand writing necessary. The College will require all students to write a legible hand. Then for the help of those who must have penmanship and for those who want to become good penmen this department will be kept in good order.

Department of Music

The demand for more and better music increases year by year. Today, it is not only sought for in refined and cultured circles, but is demanded in all forms of church and school work. No student's education is complete without some knowledge of music.

The courses of study here prescribed are for earnest students who want to attain real excellence. Since many have in mind the profession of teaching, their needs are especially provided for.

A diploma is awarded for the completion of the course as outlined in the catalog. Each grade should take one year to finish, two periods per week. The studies named indicate the range of difficulty belonging to the several grades, but it is obvious that lists of pieces sufficient to illustrate a wide range of musical literature can not here be given. The student must finish at least three years of Academic work before receiving the diploma in music.

PIANOFORTE

Miss Rains

First Grade—After learning the notes, rests, etc., careful attention is given to development of finger touch and of a round and full legato. Technical studies are given for muscular development. The first three major scales and first grade pieces will be studied until the pupil is ready to enter the second grade.

Second Grade—This consists of major scales and common chord arpeggios, hands separate, four notes to a beat, at the metronome rate of 80. Loeschhorn, Op. 65, books 2 and 3; Kohler, Op. 50; Sonatinans by Kuhlan, Dussak, and others. Pieces by Haydn, Schumann, Mozart, and modern composers.

Third Grade—Major scales, both hands together at the metronome rate of 92. Minor scales and common chord arpeggios. Duvenoy; Loeschhorn, Op. 66; selections from Heller, Op. 47; Sonatas from Mozart and Haydn; Field's Nocturnes; Composition by Gurlitt, Moskowski, Mendelssohn and others.

FOURTH GRADE—Major and minor scales, hands together, at metronome rate of 100; common chord arpeggios at the rate of 80. Czerny's Velocity studies, Op. 299; Bach's Little Preludes, et Fugues; selections from Heller, Op. 46 and 45; Mendelssohn's Songs Without Words; Sonatas by Mozart and Beethoven; selections from Chopin, Schubert, Schumann and modern composers.

FIFTH GRADE—Major and minor scales, hand together at the metronome rate of 116; common chord arpeggios at the metronome rate of 116; common chord arpeggios at the rate of 100; dominant and diminished sevenths at the rate of 100; Cramer Etudes; Bach's Inventions; Octavo Studies; Schubert's Impromptus; Chopin's Waltzes; Beethoven's Sonatas; Selections from Schumann, Weber, Grieg, MacDowell and others.

SENIOR YEAR—Pupils must play scales, major and minor, hands together, at metronome rate of 132; arpeggios of major and minor scale chord, dominant and diminished seventh at a rate of 116; major and minor scales in double thirds, chords, octaves, hands separate, at metronome rate of 80. Clamenti's Gradus ad Parnassus; Bach's well-tempered Clavichord; selections from Handel's Suits; Bach's English and French Suits; Beethoven's Variations; Mendelssohn's Scherzos, Chopin's Pollonaises and Nocturnes; modern composers. Students in this grade should practice at least three hours a day. Before completing the course in music, pupils must pass a creditable examination in Practical Harmony and Theory, and have at least one year in History of Music.

Recitals are given each quarter, all students of the Music Department participating, at the discretion of their instructors.

PROGRESSIVE SERIES IN PIANO LESSONS

The most laudable and widely agitated movement in professional music circles at present, proposes—

FIRST—Standardization of Music Teaching and Study.

SECOND—Allowances of high school credited for Music Study under standardized teachers.

We are presenting this year such a course of instruction. It represents all the different branches of musical education in systematic order so that the material is introduced as it is needed and the bearing of one subject upon another is made clear.

Technical difficulties are concentrated upon and worked out by special methods which are explained in the course itself. With this course, then, exactly the technical work needed with all the very latest pedagogical improvements is available.

In view of the present tendency to standardize music instruction, a textbook of this kind goes a long way towards accomplishing the purpose of Standardizing the Teaching of Music.

The Progressive Series of Lessons, Exercises, Studies and Pieces which we present for the coming year, was compiled or originated by the highest authorities on musical matters in the world. Leopold Godowsky, head of the Master-School of Piano Playing in Vienna, and a famous virtuoso and composer of international reputation, is Editor-in-chief.

Any Academy student may work out two units in music, and certain students who expect to specialize may major in music by working out four units in music.

For amount and kind of work for credit, see our special bulletin on High School Credits on the "Progressive Series of Piano Lessons." Write for Bulletin.

VOICE DEPARTMENT

The course in Voice Culture covers from three to four years, during which time the following important points in the Art of Singing are worked out; correct breathing; proper placing of the Voice; natural and easy tone production; development and combination of the different registers; clear enunciation; smooth and well sustained singing; solfeggio and sight-singing; pianoforte work and technique; theory, including Harmony and Musical History; style and interpretation; English, French and German lyrical and dramatic songs, arias, and ballads; the oratorio; concert repertoire.

VIOLIN

We are unusually fortunate in securing a very excellent artist for this department. We predict a large class and a great year for the violin.

For years the violin has been the great solo instrument and more people are attracted by it than by any other. Bring your violin along.

Elementary Course

(A)—Wichtl's Young Violinist, De Beriot's Violin School or Dancla's Method. Studies by Dancla, Mazas. Pieces by Papini, Hermann, Ries, Op. 28; Bohm, Hauser, etc.

(B)—Kayser, Books I and II. Sevcik's Technical Exercises. Dancla's Etudes, Op. 133, and others.

Intermediate Course

(C)—Kayser, Book III. Kreutzer, first ten exercises. Mazas, Op. 36, Book I. Schradieck, Book I.

(D)—Dancla's Etudes, Op. 110. Kreutzer, forty-two studies. Arpeggio studies. Three octave scales. Pieces by Doniztti, Viotti Klose, etc.

Advanced Course

(E)—Kreutzer, thirteen studies. De Beriot's Seventh Concerto. Rode, Seventh Concerto. Concertos by Accolay and others. Pieces by Ernst Moskowski, Raff and others.

Musical Organizations

ORCHESTRA

PROFESSOR KENYON

This organization is maintained for the training that it gives the student in music and for the pleasure that such an organization gives the school and its patrons. An orchestra is always in demand to add to the delight of an evening's program. The college owns a few of the foundation instruments for this organization. The past year the orchestra has given many excellent programs. Bring your instrument along.

BAND

PROFESSOR KENYON

A good band is recognized as an important adjunct to a school.

The permanency of this organization is assured by the fact that the college owns its own set of instruments. If you have an instrument, bring it along.

MANDOLIN CLUB

This, too, is placed upon a permanent basis, the College owning a set of eight mandolins and one mandola for the use of the club. This organization is for young ladies and is open to any young lady in the school until the instruments are all taken up.

COLLEGE CHORUS

This is the organized class in chorus work and should prove a helpful and delightful addition to the musical features of the school.

Department of Expression

The object of this department is to train the body and the voice. Exercises are given to develop the poise of the body, freedom of gesture, ease of manner and self-confidence. Careful attention is given to proper articulation so that one's thoughts may be stated clearly and attractively. Though special attention is given to public speaking, yet the aim of the department embraces more than this. In every line of human activity the proper use of the voice is an important factor. Business men, salesmen, teachers, trained nurses, and others give much more proficient service from having a well trained voice and manner, as well as public speakers. A broad training in handling voice and gesture that is suited to the needs of all classes is the aim of this department.

The regular course, for the completion of which a diploma is given, is outlined below and consists of two private lessons and two class lessons per week. It is designed to run parallel with our four-year Academic course. At least three years of the Academic course, or their equivalent, are necessary before the diploma in Expression will be granted. Students taking "half time" will pay one dollar extra per month for the class work.

An occasional recital is given in the college auditorium in order that each student may have frequent opportunity to come before an audience. Attendance at these recitals is required of all students in the department. Every candidate for graduation is required to give an individual recital in the auditorium during the month of May of his final year.

COURSE OF STUDY

First Year

Physical Culture	Fundamental Voice Training
Literary Interpretation	Platform Department
Recitals	Visible Speech

Textbook, Evolution of Expression, Vols. 1 and II.

Second Year

Physical Culture
Responsive Drill
Vocal Technique
Literary Interpretation
Visible Speech
Vocal Physiology
Expressive Voice
Tennyson, Kipling, Browning,
"As You Like It," or the
"Merchant of Venice."
Recitals

Textbooks: Evolution of Expression, Vols. III and IV. Philosophy of Physical Culture, Expressive Voice Culture.

Third Year

Physical Culture
Expressive Voice
Gesture
Hamlet
Dramatic Art
Recitals
Vocal Technique
Extemporaneous Speaking
Debate
Pantomime
Macbeth

Textbooks, Perfective Laws of Art, Vols. I and II. Practical public speaking.

Fourth Year

Physical Culture
Anatomy
Vocal Technique
Faust
History of Oratory
Twelfth Night
Recitals

Department of Art

MRS. W. S. EDWARDS

The aim of this department is to ground the pupil in the fundamental principles of Art and to cultivate some of the high faculties of the mind. As to the benefits from a mastery of this course, it need only be said that a knowledge of drawing is now indispensible in all departments of mechanics, and that a knowledge of both drawing and painting, besides being a profitable source of income, is also an infinite source of refined and refining pleasure and the means of making homes more cheerful and attractive.

The regular course in Art embraces four years' study of two periods per week. A diploma is awarded for the completion of the course. The student must have at least three years of Academic work before the diploma will be awarded. The exact time required for the completion of the course will naturally vary with the ability of the student, since a certain degree of proficiency is required to entitle the student to the diploma regardless of the time used.

ART DEPARTMENT

FIRST YEAR—Pencil, charcoal, pen and ink drawing from plaster casts and still life. Study of perspective and artistic grouping. Water colors introduced.

SECOND YEAR—Designing, drawing from still life, continued, and sketching from nature. History of Art, oil work and china painting begun.

THIRD YEAR—Drawing and sketching, continued. More advanced work in water colors and oils. China painting, continued. Pastel work begun and clay modeling.

FOURTH YEAR — Drawing, designing, water colors, oils and all branches of work continued.

Expenses

All bills are charged by the term and are payable in advance. However, board for one-half the term may be paid in advance and the second half be paid at the middle of the term. So, instead of paying $45.00 for board upon entering in September one can pay $22.50 and then November 1, $22.50; January 2, $17.50, and February 7, $17.50; March 19, $17.50, and April 25, $17.50.

To calculate the expenses for a term or year take the tuition in your department and add the board. For example, a student taking Academy would have for the Fall Term, tuition of $12.00 and board and room, $45.00, making a total of $57.00. In the Grammar School it would be $7.00 for tuition plus $45.00 for board and room, making a total of $52.00.

There will be no reduction of general tuition for those entering two and three weeks late since it requires extra care to catch the student up with his classes.

If a student takes Music or Expression for less than a term the lessons will be at the rate of 60 cents each.

Credit for board will be allowed at the rate of $2.50 a week where a student enters late or leaves before the close of the term.

Bring enough money, or preferably a check or draft, to pay tuition for a term and board for at least one-half term. Save a little for books and incidentals.

PARENTS! Please do not furnish very much spending money to your children. It becomes a menace to their work and they become a nuisance to the school.

See pages 15-17 for Government and Boarding Student's Outfit.

TUITIONS

	Fall Term	Winter Term	Spring Term
College	$14.00	$11.00	$11.00
Academy	12.00	10.00	10.00
Theology	12.00	10.00	10.00
Normal—State Certificate	10.00	8.00	8.00
County Certificate	7.00	6.00	6.00
Sub-Academic	7.00	6.00	6.00
Piano—Two lessons a week	14.00	11.00	11.00
Violin—Two lessons a week	14.00	11.00	11.00
Voice—Two lessons a week	14.00	11.00	11.00
Expression—Two lessons a week	14.00	11.00	11.00
Art—Two lessons a week	14.00	11.00	11.00
Typewriting	7.00	6.00	6.00
Penmanship	3.50	2.75	2.75

LABORATORY AND RENTAL FEES

	Fall Term	Winter Term	Spring Term
General Science and Botany	$ 0.50	$ 0.50	$ 0.50
Zoölogy	1.00	1.00	1.00
Physics	1.50	1.50	1.50
Chemistry	2.00	2.00	2.00
Piano rental, one hour daily	3.50	2.75	2.75

ROOM AND BOARD

	Fall Term	Winter Term	Spring Term
Board and room including light, heat, water and mail service	$45.00	$35.00	$35.00

MISCELLANEOUS

Key deposits in Boys' Hall, refunded when key is turned in, if everything is in good condition	$0.50
Special Examinations	1.00
Academic, Music, Art or Expression Diplomas	5.00
Grammar School Diplomas	2.00

ROLL OF ALUMNI OF UNION COLLEGE

Collegiate Department

1893

James Perry Faulkner (M.A., In cursu, 1896).....A.B.
John Elbert Thomas.....A.B.

1894

John Henry Byrley.....A.B.
Charles Helder Gibson.....A.B.
James Samuel Lock.....A.B.

1895

Alexander Francis Felts.....A.B.
Leslie Hudson (deceased).....A.B.
Sarah Elizabeth Lock.....A.B.
Daisy Chastine Tinsley.....A.B.
Maude Ellen Tinsley.....A.B.
George Harmon Wilson.....A.B.

1896

William Carson Black.....A.B.
James Pogue Gibson.....A.B.
George Edwin Hancock, (M.A., cursu, 1899) (deceased)....A.B.
Edward Warren Tinsley.....A.B.

1897

Fred Trigg Kelley.....A.B.
May E. Lock.....A.B.

1898

Victor Vance Anderson.....A.B.

1899

John Black Hudson.....A.B.
John Eve Matthews.....A.B.

1900

Della Jewell Johnson.....A.B.
Maymie Hannah Johnson.....A.B.
Henry Clay Black.....A.B.
George Augustus Lock.....A.B.
Grant Perkins .....A.B.
J. Will Harris.....A.B.

1903

Margaret Gill Burnside.....A.B.

1904

Roxye Leona Wilson....A.B.

1905

Joseph A. Bretz....A.B.

1906

Lawrence G. Wesley....A.B.
Cora Grindstaff....A.B.
Laura Grindstaff....A.B.

1907

Ernest Faulkner....A.B.
Lena Wilson....A.B.

1908

Edward P. Hall....A.B.

Junior Collegiate Department

Charles Leroy Howes....1913

Academic Department

Thomas A. Wood....1908
Mary Ballinger (deceased)....1908
Howard Trent....1908
J. Spencer Singleton....1908

Thomas Bradley Ashley....1909
Charles G. Black....1909
J. Loyd Decell....1909
Robert W. Howes....1909
Laura Green Easley....1909
Nancy Kincheloe....1909
Sudie Pauline Newman....1909
Hattie Jean Stansberry....1909
Amelia Ballinger....1910

Amelia Ballinger....1910
Grace Bellaire Berry....1910
Verdie Colson....1910
Idella Kincheloe....1910
B. C. Lewis....1910
William Clark Mace....1910
Edgar B. Wesley....1910
Oscar Wesley....1910
Mary Rice Wilson....1910

Ellen Bryan Clark....1911
Ida Mae Cole....1911

Anna Mae Creech....1911
Guy Leslie Dickinson....1911
Norma Bruce Elliott....1911
Nancy Lee Faulkner....1911
Anna Royston Griggs....1911
Charles Leroy Howes....1911
Lallah Rookh Johnson....1911
Harrison W. Large....1911
Mary Dora Laughlin....1911

Lucy Ballinger....1912
Pearl Allyn Bastin....1912
Hallie Ester Cheap....1912
Myrtle Cole....1912
Lillian Hanna Mae Harrop....1912
Walter Monroe Jarvis....1912
Bertha Lockhart Norris....1912
Kathleen Brennan Sullivan....1912
Naomi Oldham Tuttle....1912

Annie Dee Albright....1913
Anna Cronley Ballinger....1913
John List Carrol....1913
Ollie Elnora Cole....1913
Maud Cole....1913
Ruth Decker....1913
Robert Faulkner....1913
Louise Jesson....1913
Mabel Jacobs Matthews....1913
Earl Mayhew....1913
Veana Gilraith Noe....1913
Thelma Edythe Stratton....1913
Edward William Scent....1913
Richard Brittain Tuggle....1913
Anna Melvin Walton....1913
John Henderson Young....1913

Stephen Amos Ballinger....1915
W. McKinley Wesley....1915
Clyde Stanfill....1915

Martha Francis Albright....1916
Samuel Petty Franklin....1916
Odis Elizabeth Fuller....1916
Carl Wendell Haggard....1916
Margaret Nelle Jones....1916
Karl Euart Lewis....1916
Katherine Kinniard Locke....1916
Stuart Doak Miller....1916

Mary Dowis Sampson.....1916
Pauline Steele Sampson.....1916
Winford Bailey Sampson.....1916
Joel Dale Stansbury.....1916
Clarence Swearingen 1916
George William Thomas.....1916

ACADEMY CLASS OF 1917

Eva Nedra Carter.....Barnesville, Ohio
William F. Gregory.....Knox County
Aubrey H. Guyn.....Wilmore, Ky.
Gladys Loraine Johnson.....Bell County
Florence Mildred Putnam.....Knox County
Emoline E. Sampson.....Knox County
Della Jewel Tye.....Knox County

MUSIC DEPARTMENT

John Easley 1908
Emma Weaver 1909
Ida Mae Cole.....1911
Norma Bruce Elliott.....1911
Ollie Elnora Cole.....1913
S. P. Franklin.....1917

Register of Students

COLLEGIATE DEPARTMENT

Faulkner, Roy.....Knox County
Franklin, S. P.....Anderson County
Haggard, Carl W.....Casey County
Jones, Nelle.....Knox County
Locke, Katherine.....Knox County
Sampson, Dowis .....Knox County
Steele, Clarence.....London, Ky.
Thomas, George.....Winchester, Ky.

ACADEMY DEPARTMENT

Arthur, James.....Millersburg, Ky.
Archibald, Darrell.....Illinois
Avritt, Iva.....Marion County
Avritt, John.....Marion County
Bain, Sallie .....Knox County
Barton, Homer.....Wilton, Ky.
Barker, Horace.....Estill County
Beddow, Robert.....Knox County
Blair, James.....Knox County
Booze, Carl.....Wilhoit, Ky.
Butler, Walter.....Brooksville, Ky.
Carter, Eva N.....Ohio
Decker, Sawyers.....Knox County
Ecklar, Harry.....Millersburg, Ky.
Edwards, Thomas.....Berea, Ky.
Faulkner, Roy.....Knox County
Franklin, Collie.....Anderson County
Franklin, Margaret.....Anderson County
Franklin, Nina.....Anderson County
Gilbert, Xenia.....Harlan County
Gilmore, Wanetta.....Lincoln County
Gomez, Jorge I.....Indiana
Goodin, Ben.....Bell County
Gregory, William F.....Knox County
Guyn, Aubrey H.....Wilmore, Ky.
Heidrick, Mary Agnes.....Knox County
Hopkins, Minnie.....Knox County
Howard, Cleo.....Knox County
Howard, Flora.....Knox County
Houser, Willie.....Iowa
Johnson, Gladys.....Bell County
Ligon, William.....Knox County

Marcum, Edgar.....Sidell, Ky.
Mills, Charlie.....Knox County
Moore, Morrow.....Whitley County
Morehead, Thelma.....Bell County
Overley. Raymond.....Covington, Ky.
Putnam, Florence.....Knox County
Sampson, Emoline.....Knox County
Sergent, Helen.....Evarts, Ky.
Smith, Daugh.....Knox County
Steele, Mona.....Knox County
Simmons, Minnie Mutt.....Alabama
Swearingen, Fay.....Lewis County
Tuggle, Allan.....Knox County
Tye, Drucilla.....Knox County
Tye, Jewel.....Knox County
Upchurch, Harry.....Knox County
Wells, Hettie.....Ohio
Williams, S. C.....Knox County
White, H. O.....Alabama
Woodyard, Dana.....Tennessee
Wright, Melvin.....Knox County
Young, Hardin.....Lincoln County

NORMAL DEPARTMENT

Blair, James.....Knox County
Brashear, Bryan.....Clay County
Bright, Fannie.....Knox County
Clouse, Richard.....Knox County
Chadwell, George.....Knox County
Corum, Henry.....Clay County
Collett, Maude.....Bell County
Collett, Edna.....Bell County
Cox, Corbit.....Bell County
Engle, M. F.....Knox County
Donaldson, Fanny.....Knox County
Hammons, William.....Knox County
Hammons, Jeff.....Knox County
Hammons, Mary.....Knox County
Hendricks, John.....Knox County
Hopper, Sidney.....Knox County
Horn, Arthur.....Bell County
Ingram, John.....Bell County
Kelley, Dewey.....Clay County
Kelley, Herman.....Knox County
Knuckles, C. D.....Knox County
Logan, Dewey.....Knox County
Marcum, Mary.....Clay County

Marcum, Addie.....Clay County
Parsons, Pearl.....Bell County
Reynolds, Beve.....Knox County
Smith, C. A.....Knox County
Smith, Willie.....Knox County
Shanks, Anna.....Knox County
Spurlock, Ella.....Knox County
Taylor, Henry.....Knox County
Thompson, Ethel.....Knox County
Thompson, George S.....Bell County
Treadway, Elmer.....Knox County
Valentine, Charles.....Knox County
Williams, Dora Anna.....Knox County

SUB-ACADEMIC

Bain, Ruby.....Knox County
Baird, Reva.....Grant County
Black, Maurice.....Knox County
Blanton, Joe.....Harlan County
Blair, Sylvan.....Knox County
Burke, Edgar.....Madison County
Carnes, Mae.....Knox County
Carnes, Irene.....Knox County
Dizney, Walter.....Knox County
Dishman, Will Ed.....Knox County
Early, Bee.....Laurel County
Farmer, Wilson.....Knox County
Farmer, Loretta.....Knox County
Gilbert, Ruby.....Harlan County
Grace, Charles.....Knox County
Hammons, Amanda.....Knox County
Hill, Karl.....Bracken County
Humfleet, Violet.....Knox County
Hughes, Earl.....Knox County
Hutton, Henry.....Harlan County
Howard, Bertha.....Knox County
Howard, Ollie.....Harlan County
Jarvie, Walter.....Knox County
Jones, Elsie.....Harlan County
Jones, Lucy.....Harlan County
Jones, Lewis H.....Knox County
Kelley, William.....Knox County
Kunckles, Grace.....Bell County
Lewis, John.....Harlan County
Lewis, James.....Harlan County
Lewis, Ben.....Knox County
Lumpkins, Turner.....Knox County

Martin, Willie.....Knox County
Middleton, Leola.....Harlan County
McClung, Evelyn.....Knox County
McDonald, Elbert.....Bell County
Perkins, William.....Clay County
Perkins, Ernest.....Clay County
Pennington, Olin .....Virginia
Pope, Fred.....Knox County
Richardson, Katherine.....Knox County
Scent, Caroline.....Knox County
Shelton, Shively.....Knox County
Smith, Clyde.....Knox County
Smith, Taylor.....Knox County
Smith, Lillie.....Knox County
Thompson, Thelma.....Bell County
Tolliver, W. T.....Harlan County
Trosper, Maysie.....Knox County
Tuggle, Kenneth.....Knox County
Walker, Robert.....Knox County
White, John C.....Harlan County
Wyrick, Dewey.....Knox County

PIANO DEPARTMENT

Archibald, Darrell.....Illinois
Bain, Ruby.....Knox County
Bain, Sallie.....Knox County
Balard, Jessie.....Knox County
Black, Fonzine.....Knox County
Byrley, Cecil.....Knox County
Carter, Eva..... Ohio
Ecklar, Harry.....Millersburg, Ky.
Freeman, Alma.....Whitley County
Gilbert, Ruby.....Harlan County
Gilbert, Xenia .....Harlan County
Gregory, Mrs. William.....Knox County
Gregory, Evelyn.....Knox County
Heidrick, Mary.....Knox County
Howard, Cleo.....Knox County
Humfleet, Viola.....Knox County
Johnson, Gladys.....Bell County
Kenyon, Mrs. J. B.....Knox County
Knuckles, Grace.....Bell County
Knuckles, Etta Rose.....Bell County
Marcum, Addie.....Clay County
Miller, Stuart.....Knox County
Middleton, Leola.....Harlan County
Overley, Raymond.....Covington County

Prater, Mary Willie.....Magoffin County
Richardson, Katherine.....Knox County
Robsion, Daisy.....Knox County
Sampson, Dowis.....Knox County
Sampson, Anna Maude.....Knox County
Simmons, Minnie Mutt.....Alabama
Smith, Lillie.....Knox County
Smith, Anna Mae.....Knox County
Thompson, Thelma.....Bell County
Thompson, Dorothy.....Bell County
Williams, Stanley.....Pennsylvania
Woodyard, Evue.....Tennessee
Woodyard, Dana.....Tennessee

VIOLIN DEPARTMENT

Anderson, Mrs. T. M.....Knox County
Cole, Roberta.....Knox County
Cottongim, Louis.....Knox County
Farmer, Wilson.....Knox County
Faulkner, Lura.....Knox County
Franklin, Collie.....Anderson County
Gilmore, Wanetta.....Lincoln County
Haggard, C. W.....Case County
Hammons, Alta.....Madison County
Herndon, Ben C.....Knox County
Jones, Roy.....Knox County
Marcum, Mary.....Clay County
Mills, Charles.....Knox County
Moore, Morrow.....Whitley County
Parker, Harold.....Knox County
Plummer, Ray.....West Virginia
Sampson, Dowis.....Knox County
Sampson, Emoline.....Knox County
Smith, Flora.....Knox County
Smith, Anna Mae.....Knox County
Swearingen, Fay.....Lewis County
Smith, Prudie.....Knox County
Welch, John Russell.....Michigan

VOICE DEPARTMENT

Archibald, Darrell.....Illinois
Bain, Sallie.....Knox County
Carter, Eva.....Ohio
Franklin, S. P.....Anderson County
Franklin, Collie.....Anderson County
Golden, Mrs. Lyn.....Knox County

Guyn, Aubrey.....Wilmore, Ky.
Simmons, Minnie Mutt.....Alabama
Woodyard, Dana.....Tennessee
Wells, Hettie.....Ohio

EXPRESSION DEPARTMENT

Arthur, James.....Millersburg, Ky.
Black, Evelyn.....Knox County
Middleton, Leola.....Harlan County
Richardson, Katherine.....Knox County
Simmons, Minnie Mutt.....Alabama
Tye, Drucilla.....Knox County

ART DEPARTMENT

Lay, Mrs. W. R.....Knox County
Matheson, Mrs.....Knox County
Gilbert, Ruby.....Harlan County
Avritt, Iva.....Bradfordsville, Ky.
Golden, Blanche.....Knox County
Minton, Myrtle.....Knox County
Prater, Mary Willie.....Magoffin County
Hayden, Consuella.....Knox County
Alghbright, Lillian.....Knox County
Knuckles, Etta Rose.....Bell County
Barton, Otta.....Knox County
Simmons, Minnie Mutt.....Alabama

TYPEWRITING AND PENMANSHIP

Archibald, Darrel.....Illinois
Arthur, James.....Millersburg, Ky.
Berry, Mary.....Knox County
Burke, Edgar.....Madison County
Cornett, Otis.....Bell County
Davis, Lenard.....Knox County
Faulkner, Roy.....Knox County
Gregory, William,.....Knox County
Haggard, Carl.....Casey County
Hess, Phyllis.....Illinois
Kelley, William.....Knox County
Ligon, Mary.....Knox County
Purser, Mrs. J. J.....Knoxville, Tenn.
Putnam, Ruby .....Knox County
Smith, Clyde.....Knox County
Upchurch, Harry.....Knox County
Williams, S. C.....Knox County

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